

Lesson: The Habits of GREAT Readers

Subject Area: Reading

Common Core Standards Covered: RF.1.4, RF.2.4, RF.3.4

Supplies Needed:

- Each student will need a clipboard, pencil and paper.
- Chart paper
- Markers
- Individual student book bags or baskets

Procedure:

- Before beginning this lesson, talk with a colleague who teaches an older grade and have them work with you. Ask them to present a similar lesson to their class concerning good reading habits (if they haven't already). Be sure they do this no more than a few days before your class will visit. Share the information (from below) that you would like to add to your anchor chart.
- Your colleague can let their students know there will be younger children coming in to talk with them about the habits they have developed to become such good readers. The teacher can play this up and tell his/her class that their class has been chosen to work with these younger children because they have developed such good habits. The teacher needs to make sure that his/her students are well-versed in talking about the habits of good readers. This may take a bit of frontloading to make sure the older students are using the right language and sharing appropriate strategies. ***If desired, you could have your colleague choose a small group of strong readers to visit your classroom instead.*
- To prepare your class, tell them that they will be visiting a classroom of older students who are AMAZING readers. Your students' task is to talk with these older students, take some notes about what they say they have done to become such good readers and be prepared to share with the class.

- When the class returns from visiting the older class (or after the small group has visited to talk with your class about good reading habits) have your class share what they were told from these AMAZING readers.
- Record responses on chart paper. (Ideas are listed below, but can be simplified for younger readers.)
- Title the chart “GREAT Readers Create These Habits...”
 - set a purpose for reading (Why am I reading this?)
 - preview books before reading them (What do the cover and pictures tell me about this story?)
 - think about what you already know about the topic
 - continue to ask yourself if things make sense
 - reread what you have read if it doesn't make sense
 - predict what you think will happen next
 - skip, read on and go back if necessary
 - make connections to the story (text to self, text to text, text to world)
 - use clues in the text to draw conclusions (What can I figure out for myself based on what the author has told me?)
 - share and discuss what you have read with others
 - write about your reading to help them understand it better
- Review the list and then have students get their book bags or baskets and find their reading spot to begin practicing what they have “learned”. Tell them that in order to make these things become true habits...they have to be practiced every day. Revisit this chart quickly at the beginning of independent reading for several days in a row, and then remember to refer to it often.
- When independent reading time is over, gather together and discuss what habits they think will be easy to create and what habits might take more practice.

Notes: _____
